DOCUMENT RESUME

ED 095 946 JC 740 317

TITLE	Relations Among Post-Secondary Units. Technical Group Report No. 10.
INSTITUTION	Montana Commission on Post-Secondary Education, Helena.
PUB DATE	May 74
NOTE	31p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Colleges; Community Colleges; Consortia; Data Collection; *Higher Education; *Interinstitutional Cooperation; *Post Secondary Education; Questionnaires; *School Surveys; Shared Facilities; Teacher Exchange Programs; Technical Institutes; Technical Reports; *Vocational Schools
IDENTIFIERS	*Montana

ABSTRACT

A questionnaire survey was conducted to determine the amounts and types of interinstitutional cooperation, including the number of persons participating, that existed in Montana postsecondary education. The cooperative activities included consortia of educational institutions, faculty exchange, provisions for student exchanges and/or concurrent enrollment, articulation and transfer agreements, facilities sharing, other cooperative agreements, and joint degrees. In addition, the potential for such arrangements for improving economic and educational effectiveness was assessed. Results of the survey included the following findings: (1) three community colleges, the three private colleges, and the six units of the Montana University System participate in consortia; the five vocational/technical centers frequently act as an informal consortia; (2) all of the institutions participate in various forms of facilities--sharing with state, local, and private agencies; (3) student transfer is probably the major point of contact between and among universities, colleges, community colleges, and vocational/technical centers; (4) there is little formal faculty exchange and sharing; (5) there are nine formal cross-registration and student exchange agreements. It is recommended that state-funds support of continuing education problems be studied, the concept of faculty sharing be expanded, exploration of avenues of cooperation be continued, and the problems of student articulation and transfer be undertaken on a formal or an ad hoc basis. (There are five appendixes to the report.) (DB)

ED 095946

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

TECHNICAL GROUP REPORT NO. 10

RELATIONS AMONG POST-SECONDARY UNITS

Prepared [illegible]

COMMISSION ON POST-SECONDARY EDUCATION
201 East [illegible]th Avenue
Helena, Montana 59601

MEMBERS

Ted James, Chairman
Linda Skaar, Vice-Chairman
Magnus Aasheim
V. Edward Bates
Tom Behan
Richard Champoux
William A. Cordingley
Mary Craig
William F. Crowley
Ian Davidson
Carl M. Davis
William Diehl
Raymon Dore
Mary Fenton
Peter Gilligan, Sr.
Russell B. Hart
Joan Kennerly
Marjorie King
Sharon LaBuda
William Mackay
Russell McDonough
John L. McKeon
Dale Moore
John L. Peterson
Lawrence K. Pettit
Garry South
Mickey Sogard
Jessica Stickney
William Warfield

STAFF

Patrick M. Callan, Director
JoEllen Estenson, Deputy Director
Richard F. Bechtel, Research Analyst
Beth Richter, Research Analyst

May, 1974

JC 740 317

BEST COPY AVAILABLE

This is one of a series of reports by technical consulting groups which are advisory to the Montana Commission on Post-Secondary Education. The data and recommendations presented in these reports reflect the work of the technical group and its members and not the views of the Commission itself.

The primary purpose of these reports is to provide the Commission with information relevant to its task of developing plans for the future of Montana post-secondary education. Each report will be reviewed by the members of the Commission and used in the Commission's deliberations.

The Commission is indebted to the many individuals from institutions of post-secondary education, state agencies and professional organizations who served on the technical consulting groups, and to the institutions and agencies which contributed the data and personal services which made it possible for the technical groups to carry out their charges.

BEST COPY AVAILABLE

RELATIONS AMONG POST-SECONDARY UNITS

Members

Harold McCleave, Eastern Montana College, Chairman
Richard Bechtel, Staff Liaison

Glenn Burgess, Billings Vocational-Technical Center
Vernon Kailey, Miles Community College
Lawrence K. Pettit, Commissioner of Higher Education
Richard Solberg, University of Montana
James R. Taylor, Rocky Mountain College

BEST COPY AVAILABLE

TECHNICAL GROUP ON RELATIONS AMONG POST-SECONDARY UNITS

Charge

1. Review and describe the amounts and types of interinstitutional cooperation, including the number of persons participating, in Montana post-secondary education including:

   1) consortia of educational institutions

   2) faculty exchange

   3) provisions for student exchanges and/or concurrent enrollment

   4) articulation and transfer agreements

   5) facilities sharing

   6) other cooperative agreements (e.g. contractual)

   7) joint degrees

2. Assess the potential for such arrangements for improving economic and educational effectiveness.

BEST COPY AVAILABLE

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Review and Summarization of Data Collected	1
Assumptions	1
Definition	1
Summary Display of Data Collected	2
Consortia	2
Facilities Sharing	4
Articulation	5
Faculty Exchange and Sharing	7
Student Exchange and Cross Registration	9
RECOMMENDATIONS	10
APPENDICES	
Appendix A	13
Appendix B	18
Appendix C	20
Appendix D	21
Appendix E	23

BEST COPY AVAILABLE

TECHNICAL REPORT ON
RELATIONS AMONG POST-SECONDARY UNITS

INTRODUCTION

The responsibility of the technical group on Relations Among Post-Secondary Institutions was to survey and describe the types and degrees of cooperation existing among post-secondary institutions in Montana and relevant problems which confronted the institutions. The technical group used the questionnaire method to secure information from each institution with an analysis made for each type of institution. In the composition of the technical group there was one representative each from the community colleges, the private four-year colleges, the state four-year colleges, universities, and the vocational-technical schools. Each of these representatives undertook to summarize the results of the questionnaire for his group of institutions. Several meetings were held in which the entire membership of the technical group discussed the implications of the findings in order to develop the following report.

Review and Summarization of the Data Collected

Assumptions

Certainly the chief basic assumption seeming to be held by all members was that relations among the post-secondary institutions generally were good, but that the potential of cooperation was not being achieved. A secondary assumption was that the non-degree granting institutions, the vocational-technical schools, presented a new and different aspect, and that the areas of cooperation needed exploration.

Definition

Consortium

The term as used in this report refers to any association for cooperative ventures and does not necessarily imply a financial nexus.

BEST COPY AVAILABLE

Summary Display of Data Collected

Consortia

Although not all institutions reported membership in consortia, the technical group found that the three community colleges, the three private colleges and the six units of the Montana University System participate in consortia.

No Montana post-secondary institution belongs to a formal multi-purpose consortium. Such a consortium would be composed of institutions which have formal arrangements for the carrying out of, for example, educational, research or administrative programs. These consortia typically have a full-time director and, in addition to sharing faculty and facilities, sponsor programs which are independent of individual campuses. The Claremont Cluster Colleges are representative of this sort of consortium.

Three informal multi-purpose consortia may be identified in Montana. Unlike the formal ones, these rarely make continuing demands upon the resources and economy of the member units.

One such informal multi-purpose consortium is composed of the six units of the Montana University System. By statute it is set out that the units of the system "shall be considered for all purposes one university." The Montana University System is under the direction and control of the Board of Regents of Higher Education and its appointed Commissioner of Higher Education. Its members have many common reporting procedures such as enrollment, expenditures, and graduation; common admission forms; and the presidents of the institutions meet as a Council of Presidents, generally concurrently with the meetings of the Board of Regents of Higher Education. The Montana University System has the potential of becoming a formal multi-purpose consortium, should that be desired. However, there is not yet the requisite fully mature spirit of cooperation; the Commissioner of Higher Education has too limited a staff to assign one person to the development of this potential for cooperation.

BEST COPY AVAILABLE

The Montana Association of Community Colleges constitutes a second informal, multi-purpose consortium. The association is composed of the three community colleges in the state and provides a forum wherein its members meet to coordinate activities and work toward solutions of mutual problems. The Commissioner of Higher Education has been designated as "Acting Coordinator" of Community Colleges because it has not yet been financially possible to staff the position of "Coordinator".

The five vocational-technical centers do not constitute a consortium in a real sense; however, the five frequently act as an informal one. The centers share common reporting procedures since many of their programs are under the supervision of the Board of Public Education, through the Office of the Superintendent of Public Education. The center directors meet monthly to discuss matters of common concern. The centers have met with the state vocational education component on a regular basis to attack such common problems as unnecessary duplication, programs and fee problems.

The three private four-year colleges located in Montana are scarcely the components of an informal multi-purpose consortium, although they do cooperate closely in a number of ways.

Other consortia found among post-secondary institutions in Montana are informal single purpose arrangements. About one-half of them are of a regional or national character. Examples are the Northwest Interinstitutional Council for Study Abroad which enables faculty and students to participate in programs of study abroad; a regional consortium for private colleges; and a proposed arrangement for a joint graduate degree program between the University of Montana and institutions at Claremont and Berkeley, California.

The state of Montana belongs to two significant educational agencies established by interstate-compact. One is the Western Interstate Commission on Higher Education (WICHE); the other is the Washington, Alaska, Montana and Idaho (WAMI).

These agencies are created by legislation enacted by the member states. WICHE conducts research and helps to develop and administer programs to provide adequate facilities and services for the post-secondary students of its members. WAMI is an arrangement whereby Montana students are able to study pre-medicine and one year of medicine in Montana and to complete their studies at the School of Medicine at the University of Washington.

Summary Display of Data Collected

Facilities Sharing

All of the institutions participate in various forms of facilities sharing with state, local and private agencies. Most participate in the Montana Inter-library Loan Network and many share dormitory and recreational facilities. As examples of the latter, Western Montana College makes dormitory facilities available to visiting out-of-state colleges during the summer; Montana College of Mineral Science and Technology has dormitory facilities for the School of Nursing of Montana State University; Carroll College shares its physical education building with the Helena Vocational-Technical Center; Billings Business College students are housed at Rocky Mountain College; Butte Vocational-Technical Center uses the Butte High School Cafeteria, and Billings Vocational-Technical Center students use the dormitory facilities at Eastern Montana College.

All three community colleges exchange facilities with many local institutions. A few illustrations of this are Dawson College with Dawson County High School, Miles Community College with the Veterans Hospital and Flathead Valley Community College with the Montana National Guard. Similarly, each of the vocational-technical centers shares facilities with such programs as adult education.

Certainly one of the largest instances of facilities sharing and of common purpose is in the area of teacher training. The four-year degree granting institutions are all involved in this and are in cooperation with almost every educational institution in the state. In the spring quarter of 1974 a great number of student teachers will be placed in the public and private schools across the state.

There are some unusual examples of facilities sharing. One is in the shared use of the Chemistry Department's Nuclear Magnetic Resonance Spectrometer and Mass Spectrometer at the University of Montana. The practices of the student radio stations illustrate the cooperative usage of resources and expertise. The Montana Center for Handicapped Children is housed at Eastern Montana College.

The vocational-technical centers do not seem to have developed as many avenues of cooperation as have the older institutions. It is likely that facilities sharing will become more prominent in the future.

Articulation

Student transfer is probably the major point of contact between and among universities, colleges, community colleges, and vocational-technical centers. The primary concern is, and should be, for the protection and the enhancement of educational experience of the student. Whether an institution accepts or rejects the credits a student earns while in another institution or system, is an indicator of that institution's sense of cooperation and regard for the other. The questionnaire asked: Is your institution a participant in an arrangement to facilitate or articulate student transfer?

According to the survey, any unit of the Montana University System will accept all course work completed at any other unit; however, occasionally a problem will arise when a student wishes to transfer a specific course to fulfill a course requirement in a particular major at the new institution. Solution to this complication is usually made on an individual basis and is a university-wide concept rather than a specific plan. Most student transfer problems should be prevented through close investigation of catalogs and the use of the statewide hotline telephone. One institution wrote: "We hear rumors of credit transfer difficulty -- but these seem to disappear when we try to run them down." The units of the university system have taken steps to ease the transfer of credit to meet the requirements of specific degree programs.

As examples - The University of Montana and Montana State University Microbiology Departments have made rather special provisions for the direct transfer of students from

from one institution to the other, as has the University of Montana Speech Pathology and Audiology Department wherein specific preprofessional advisement is provided at Montana State University for students who then transfer to University of Montana.

A systemwide program of prepharmacy advising is in use at all of the university units.

Although they have no formal articulation agreements, the private colleges state that there is a minimum of difficulty in student transfer between the private colleges and members of the University System and the community colleges.

The community colleges also have no formal arrangements. They praise the efforts of the Montana Association of Collegiate Registrars and Admissions Officers which spends a considerable amount at its quarterly meetings discussing ways and means of developing more uniform policies. The community colleges have taken steps to ease student transfer to the universities and colleges. To illustrate, each community college has published a listing of academic courses and how they relate to like courses in the University System.

Furthermore, loose agreements have been reached with various departments within the University System and private colleges — Dawson College and Montana State University, in freshman agricultural classes, Miles Community College and Montana State University in nursing and agriculture, and Dawson College and Carroll College in Human Resources.

The vocational-technical centers do not have a formal articulation agreement, but it seems that students transfer freely among the various centers. However, the centers do express a need for articulation between themselves and the community colleges, colleges, and universities. In the centers, students are assessed for skills and knowledge that should be evaluated by common performance based criteria and they express the need for the development and acceptance of proficiency-based credit. Northern Montana College is a national participant in the development of ways to convert proficiency-based credit into academic credit, but much remains to be done.

Concerning this problem, the respondent for one center

stated: "There is a great need for articulation. We have had some pilot experiences with Northern Montana and Carroll Colleges, but nothing formalized. Articulation should be formalized statewide. We are rapidly moving toward competency-based proficiencies."

None of the Montana post-secondary systems has a formal arrangement to facilitate or articulate student transfer; and little has been done towards developing an agreement to bind all the systems -- university system, private colleges, community colleges, and vocational-technical centers -- together.

The members of the technical group believe that there is a need to establish somewhat more formal arrangements to facilitate articulation than presently exist. There are justifiable concerns relating to accreditation, but there has been an unjustifiable degree of resistance to providing desirable freedom of movement for the student.

Faculty Exchange and Sharing

The technical group's survey reported little formal faculty exchange and sharing. As an example of what may be done, Rocky Mountain College and Eastern Montana College are each exchanging during the 1974 academic year, an economics professor to teach one course at the other school. It is interesting to note that Billings is the only Montana city in which more than one college is located. However, several cities have more than one post-secondary institution. It seems that in this area of cooperation, Montana institutions have been unable to overcome the obstacle of geography, no formal scheme for traveling faculty has been developed.

Informal faculty exchange and sharing occur more frequently. Individual faculty members and departments are usually the only initiators of this form of cooperation. These individuals often are motivated by a need to stay abreast of their fields and of the work of their colleagues across the state. Faculty sharing and exchange take many forms -- guest lectures, participation in seminars and graduate committees, and weekend faculty conferences. For example, some departments of University of Montana and Montana State University hold regular faculty conferences

and consistently use faculty seminars as a medium for faculty exchange. They regularly publish jointly, participate as members of graduate student committees, and have successfully participated in joint symposia. Often departments work jointly on state research projects as the University of Montana and Montana State University Sociology Departments have done in the cases of the Coal Field Evaluation Study and the State Comprehensive Health Plan. Other forms of exchange take place in the extension programs. For example, Montana College of Mineral Science and Technology has some informal arrangements for extension classes with Montana State University, and the University of Montana. Similarly, Dawson College and Miles Community College have an arrangement where Dawson College instructors in law enforcement have taught classes at Miles Community College under cross registration and the credits generated by the classes were counted as resident credit by both institutions. College-wide conferences of Miles Community College and Dawson College faculty are held annually. Miles Community College regularly uses agricultural specialists stationed at Fort Keogh to teach freshmen and community service classes in agriculture.

When asked if there was potential for faculty exchange and sharing, there was wide divergence in the replies of the institutions. Faculty exchanges wherein specialty courses can be given on alternate-year basis at different campuses was an attractive idea. A chief obstacle lies in finding faculty able and willing to give up the convenience of their own homes and campus situations; however, on a quarter-to-quarter basis, rather than a year-to-year basis, this might be worked out. Generally the state colleges believed that there was potential for such exchanges often citing where they could be implemented.

The three community colleges believed that there was potential for faculty exchange in all fields and suggested that faculty exchange should be an important future goal of post-secondary education. A better economic base for continuing education service would provide the remote areas of rural Montana with the expertise now currently available.

For all of the post-secondary institutions, the problem of geography or distance, is a deterrent to this as well as other forms of cooperative effort. None of the institutions oppose faculty exchange and sharing; indeed all are in favor of it. No doubt the real initiative must come from individuals who are interested and from departments which have common objectives.

Student Exchange and Cross Registration

The technical group's survey revealed nine formal cross registration and student exchange agreements. They often occur where institutions offer joint degrees - examples are found at the University of Montana and Montana State University in speech communication, at Montana State University and the College of Great Falls in education and at Rocky Mountain College and the Billings Business College in business. These arrangements also occur where one of two institutions offering related programs has a strong specialty in the field. Cross registration arrangements between Dawson College and Miles Community College in law enforcement illustrates this. A combination of circumstances can also spark cross registration arrangements as in the case of Miles Community College nursing students enrolling during the summer at Northern Montana College to receive their psychiatric experience at Warm Springs.

Informally, a student is free to enroll in more than one institution concurrently. Graduate students regularly travel between departments on an individual basis, but in a fashion that could hardly be called a regular program. Students enrolled in the University of Montana Botany Department, for instance, are sometimes placed on the Montana State University campus for varying lengths of time because of the expertise of the scientists on the separate campuses. This is an area where additional joint degrees might be offered.

Generally the universities, community [illegible] and private colleges believed that there was p[illegible]or such exchanges. One college respondent stated:

> Yes, there would appear to be increasing potential for such exchanges, depending on willingness of institutions to cooperate. Many examples could be cite[illegible] fields where such cooperation might be desirable. Generally, they would relate to situations where two or more institutions could each contribute to a cooperative program, each institution dealing from its areas of strength. The advantage would be that we could view ourselves as a system of post-secondary and higher education and not as a set of competing institutions, each seeking advantage over the rest.

The vocational-technical centers had mixed feelings on the subject, but overall they also saw possibilities for student exchanges and cross registration in all areas. The Butte center suggested possible course combinations in the field of engineering with Montana College of Mineral Science and Technology. Another suggested two major problems:

1) Programs vary in length
2) Programs are designed to carry required subjects

Another stated very well the informal relationships between the centers and the universities and colleges. Although the arrangements are not strictly formalized, there is some cooperation between the five centers relative to cross registration. Concurrent enrollment between Missoula Technical Center and the University of Montana has occurred but the student was the initiator of the action. There has been no student exchange between the centers nor does there seem to be a need for such activity. There are examples of concurrent enrollment.

RECOMMENDATIONS

The technical group recognizes that there are some substantial constraints in the form of distance or geography and of finances that limit the degree of cooperation among the post-secondary institutions and between them and the people and the other institutions in the state. Conversely, these very constraints make it imperative in this large and sparsely populated state that every possible economy of operation be utilized. It is recommended that study be given to the possibility of supporting continuing education programs with state funds to enable larger segments of Montana society to take advantage of what can be offered. This would open up increased opportunities for cooperation among and beyond the post-secondary units.

As an example of cooperation beyond the units, the technical group believes that the concept of faculty sharing should be expanded to embrace not only educational institutions, but Montana communities. Montana post-secondary educational institutions could greatly expand their public service roles by offering traveling workshops and work upgrading programs. Similarly the concept of facilities sharing should be expanded to include not only educational

institutions, but local communities and state and local governmental agencies. For example, facilities for the human helping professions, recreation, and public and institutional libraries could be shared or combined.

Continued exploration of avenues of cooperation should be carried on through groups such as the one now reporting but also through more specialized ones. The latter could emulate the MACRAO organization which very effectively works toward the solution of common problems. The academic disciplines should be encouraged to develop more closely knit relationships. Emulating the Deans of Education, Deans of comparable areas might arrange occasional, but rather regular meetings for the consideration of cooperative actions and other mutual concerns.

More specifically, the problems interwoven in student articulation and transfer should be undertaken either on a formal or ad hoc basis. Registrars, admissions officers, deans, discipline chairmen, and students should participate in this continuous study and review. With the welling up of the "more options, less time" concept, a blurring of distinctions between the first two years of schooling offered in the universities, four-year colleges, community colleges, and vocational-technical centers is occurring. For this reason, articulation among these segments of post-secondary education for the first two years of schooling should be stressed and worked out.

A continuing search should be carried on for ways to better utilize the post-secondary institutions for the benefit of the entire state and its citizens.

APPENDICES

APPENDIX A

CONSORTIA AND SIMILAR AGENCIES FOR ASSOCIATION AND PARTICIPATION

The following list is not complete, but indicates the scope.

1. Academic Vice Presidents of the Montana University System

   The Academic Vice Presidents meet generally at the same time and place as the Board of Regents.

2. American Chemical Society, Montana Section

   Chemists at three state research institutions cooperate in holding annual meetings.

3. American Association of Colleges for Teacher Education

4. American Association of State Colleges and Universities

5. American Council on Education

6. Council of Colleges of Arts and Sciences

   Arts and Sciences College Deans cooperate in fostering student exchanges amongst a number of universities and colleges in the United States.

7. Council of Presidents of the Montana University System

   The Presidents of the six system units meet regularly at the same time and place as the Board of Regents.

8. Deans of Education of the Four-Year Institutions of Montana

9. Earth Resource Technology Satellite

   The University of Montana Geology Department instigated a program of satellite photography of the western United States, with two other Montana institutions.

10. Higher Education Act. Developing Institutions Consortium. Title III.

A consortium to further institutional research and human resources development. Carroll College, Dawson College, College of Great Falls and Miles Community College.

11. Intermountain Aquatic Studies Consortium

A consortium to further aquatic research. University of Montana and a number of other universities and colleges in the Rocky Mountain States who possess strengths in aquatic biology courses and researches.

12. International Dimensions of General Education

United States Office of Education grant to study general education. Eastern Montana College, Miles Community College, Dawson College, and two Wyoming community colleges -- Northwest Community College and Sheridan Community College.

13. Montana Association of Collegiate Registrars and Admissions Officers

14. Montana Association of Community Colleges

Dawson College, Flathead Valley Community College, and Miles Community College.

15. Montana Association for International Studies

Membership is from among the private, state and community colleges and universities of Montana.

16. Montana Council of English Departments

Montana English Departments meet to stress teacher training and improvement of English teaching among themselves.

17. Montana Home Economics Association

This association provides a cooperative framework for departments concerned with the teaching of Home Economics.

18. Montana Joint Water Resources Council

This council headquartered in Bozeman provides contact and research support for scientists. University of Montana, Montana State University, Montana College of Mineral Science and Technology among others.

19. Montana Psychological Association

The association provides a forum where academic and practicing psychologists may meet to exchange ideas.

20. Montana University System

This system is composed of two universities and four state colleges under the direction of the Montana Board of Regents of Higher Education and its appointed Commissioner of Higher Education. The presidents of these institutions meet as the Council of Presidents.

21. Mountain States Community College Consortium

Miles Community College, Flathead Valley Community College, Dawson College and 17 other community colleges in Idaho, Wyoming, Utah, and Nevada.

22. National Association of State Universities and Land Grant Colleges

This consortium brings administrators and faculty groups together from isolated regions for the purposes of improving their instructional, administrative and student services.

23. National Occupational Competency Testing Institute

A national organization whose purpose is to develop proficiency tests for vocational-technical education. Northern Montana College, Educational Testing Service, Rutgers and other colleges and universities.

24. National Student Exchange Program

Students are able to secure credit from a variety of institutions in the United States for courses taken there, but under the rubrics of local courses. University of Montana and Montana State University.

25. Northwest Association of Private Colleges and Universities (NAPCU)

26. Northwest Association of Secondary and Higher Schools

27. Northwest Interinstitutional Council for Study Abroad

Faculty and students participate in study-abroad programs through a consortium of northwest institutions. University of Montana and Montana State University.

28. Pacific Northwest Association of College Physics

This association provides a framework for faculty exchanges, student transfers, etc. The University of Montana Physics and Astronomy Departments with the departments of other northwest universities and colleges.

29. Rocky Mountain Mathematics Consortium

This consortium headquartered in Missoula provides a focal point for the mathematics activities of the departments in the Rocky Mountain states. Montana State University, University of Montana.

30. Three-Two Affiliation

An arrangement between Carroll College and such schools as Montana State University, Notre Dame, and Columbia, in which a student attends Carroll/or three years and the second school/or two years. The student receives a degree in mathematics from Carroll and a degree in engineering from the second school at the end of the fourth and fifth years respectively.

31. Vocational-Technical Centers

The center directors meet monthly under the auspices of the Superintendent of Public Instruction to discuss fiscal matters. Billings, Butte, Great Falls, Helena, and Missoula Vocational-Technical Centers.

32. Washington, Alaska, Montana and Idaho Cooperative Medical Program (WAMI)

Enables Montana students to study premedicine and one year of medicine in Montana and to complete their studies at the University of Washington School of Medicine.

33. Western Independent College Foundation

Carroll College, Rocky Mountain College and three other colleges in Utah, Arizona and Idaho.

34. Western Interstate Commission on Higher Education (WICHE)

WICHE conducts research and helps to develop and administer programs to provide adequate facilities and services for the post-secondary students of its members.

APPENDIX B

FACULTY SHARING

The following list is not complete, but indicates the scope.

1. The Botany Departments of University of Montana and Montana State University conduct informal seminars based on faculty exchanges between the two campuses.

2. The University of Montana Chemistry Department regularly participates on Ph.D. committees of other institutions on an exchange basis.

3. The University of Montana Geography Department is now establishing a visiting speaker program that will involve faculty from the MSU Earth Sciences Department. A series of video tape courses for mutual exchange is planned.

4. The HPER Department at University of Montana is instigating a program of regular departmental faculty visits to MSU.

5. The University of Montana Mathematics Department has established a series of exchange programs involving seminar offerings.

6. The Microbiology Departments at University of Montana and Montana State University consistently use faculty seminars as a medium for faculty exchange and one of the University of Montana faculty members has been invited to teach at MSU for a quarter. They regularly publish jointly, participate as members of graduate student committees, and have successfully participated in joint symposia.

7. The Philosophy Departments at University of Montana and MSU hold regular faculty conferences.

8. The University of Montana and MSU Sociology Departments have cooperated actively on such special projects as the Coal Field Evaluation project and the Comprehensive Health Survey for the State.

9. The University of Montana Biological Station Program is actively recruiting faculty from MSU to participate in programs on Flathead Lake.

10. Montana College of Mineral Science and Technology has had some informal arrangements with the University of Montana, MSU and Rocky Mountain College. Tech has provided faculty to teach their courses in Butte, and in a few cases their faculty have taught courses for Tech.

11. Western Montana College and University of Montana Natural Science Departments have each contributed one faculty member to lead cooperative field trips to study marine life and desert biology.

12. Two Rocky Mountain College professors will guest lecture in a special program at Eastern Montana College winter quarter 1974.

13. Dawson College instructors in law enforcement have taught classes at Miles Community College and the credits generated were counted as resident by both institutions.

14. Western Independent College Foundation (Carroll College and College of Great Falls) is exploring faculty summer exchange programs.

15. Agricultural specialists stationed at Fort Keogh are used regularly to teach freshman level agriculture classes and community service classes on special agriculture subjects. Some of these instructors may be a part of the staff from Montana State University.

APPENDIX C

STUDENT EXCHANGE OR CROSS REGISTRATION

The following list is not complete, but indicates the scope.

1. University of Montana and MSU Speech Communication Departments offer a joint Masters Degree.

2. Montana State University and College of Great Falls have a joint or cooperative masters degree program in education.

3. The home economics departments in the mountain states have an inter-institutional Doctoral Program.

4. Nursing students at Miles Community College matriculate at Northern Montana College during the summer quarter for their psychiatric experience at Warm Springs. Miles Community College counts these credits earned as resident credits.

5. Dawson College and Miles Community College have an arrangement in law enforcement studies for cross-registration of students.

6. Rocky Mountain College and Billings Business College have an arrangement whereby certain business and secretarial skills are taught at Billings Business College rather than at Rocky and an Associate Degree is awarded in cooperation with Billings Business College.

7. Montana College of Mineral Science and Technology and Butte Vocational-Technical Center have a verbal agreement for the exchange of students. There may be program planning and development that may result in the exchange of students by the institutions.

APPENDIX D

FACILITIES SHARING

The following list is not complete, but indicates the scope.

1. University of Montana allows the common use of such specialized equipment as its Nuclear Magnetic Resonance Spectrometer and the Mass Spectrometer in the Chemistry Department.

2. All of the institutions participate in the Interlibrary Loan Program.

3. Telelecture equipment is being shared by various institutions.

4. Cooperation between and among the student radio stations is an example of not only shared facilities but shared resources, expertise, and a real nucleus for a possible consortium effort.

5. Western Montana College shares its housing and recreational facilities in the summer with such schools as Indiana University, Montana CMST, Amherst College, City College of New York and Southern Illinois University whose geology students do field work in southwest Montana.

6. Northern Montana College shares facilities with Miles Community College nursing students who are training at Warm Springs.

7. Eastern Montana College houses a representative of the Office of the Superintendent of Public Instruction, and the Montana Center for the handicapped is located on the Eastern Montana College campus.

8. For the last two years MSMST has shared dormitory facilities with the Montana State University School of Nursing.

9. Carroll College shares its physical education building with the Helena Vocational-Technical Center.

10. Rocky Mountain College has students from the Billings Business College living on campus.

11. Extension classes are often held on the campuses of the community colleges by the various colleges and university.

12. All three community colleges exchange facilities with local institutions Dawson College and Dawson County High School, Miles Community College and the Veterans Hospital, Holy Rosary Hospital, County Home for the Aged, and the gymnasium of the Pine Hills School for Boys; Flathead Valley Community College and local high schools and grade schools, Montana National Guard, Kalispell Mercantile, Sons of Norway, Eagles Club and Columbia

Falls, Libby and Browning High Schools

13. All of the vocational-technical centers share facilities with such programs as adult education, MDT classes, and apprentice training programs.

14. The Billings Center shares facilities with night high school, Butte with the Butte High School.

15. Butte Vocational-Technical Center uses the Butte High School Cafeteria and has dormitory and board arrangements with MCMST.

16. The Missoula Vocational-Technical Center shares its facilities with a myriad of tutors, clinical psychologists, student teachers, and complete classes from the University of Montana. On the other side of the ledger center students have used the food service and health service facilities of University of Montana as training sites.

APPENDIX E

(SAMPLE QUESTIONNAIRE)

TECHNICAL GROUP ON RELATIONS
AMONG POST-SECONDARY INSTITUTIONS

COMMISSION ON POST-SECONDARY EDUCATION

Please answer the following questions and return the form to the Commission on Post-Secondary Education, 201 E. 6th Avenue, Suite 5, Helena, Montana, 59601, by January 4. Use additional sheets as necessary. If you have questions, please call Richard Bechtel, 449-2727.

President or Director: _____

Person providing data: _____

Title: _____

Telephone Number: _____

Institution: _____

1. Is your institution a part of a formally organized consortium or a loose cooperative arrangement among educational or other institutions?

   Yes _____ No _____

   If yes, please provide the name, purpose, and number of institutions in each.

   If no, is there potential for such a consortium or arrangement? For what purposes, and with what other institutions? What obstacles exist?

   _____

   _____

   _____

   _____

2. Does your institution participate in faculty exchanges (traveling faculty, joint-appointments, etc.) with other institutions?

   If yes, please indicate what institutions and fields are involved in each case, and provide some indication of the magnitude of the program (e.g., FTE faculty, number of courses). Are there any problems or imbalances?

   If no, is there potential for such exchanges? What fields and institutions? What obstacles exist?

   _____

   _____

3. Does your institution participate in a formal, systematic arrangement for student exchanges (cross-registration, etc.) or concurrent enrollment?

Yes _____ No _____

If yes, please indicate what institutions and fields are involved, and provide some indication of magnitude.

If no, is there potential for such exchanges? What fields and institutions would be involved? What obstacles exist?

_____

_____

_____

_____

4. Is your institution a participant in an arrangement to facilitate or articulate student transfer (e.g., among vocational-technical centers and community colleges and four year colleges and universities, common course numbering, etc.)?

Yes _____ No _____

If yes, please describe briefly the arrangement, participants, etc.

If no, is there need for some arrangement of this kind? For what purposes? Involving which institutions? What obstacles exist?

_____

_____

_____

_____

5. Does your institution share facilities with other institutions?

Yes _____ No _____

If yes, please describe briefly the arrangement(s).

If no, would such an arrangement be valuable?
What kind of arrangement, and for what purposes? What obstacles exist?

_____

_____

_____

6. If there is potential for educational or economic gain through cooperative arrangements with other institutions, and they have not materialized, would you briefly indicate why, together with any suggestions you might have for facilitating such arrangements? What would it take to get your institution involved?

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 4 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION